

Development of Learning Model in Education of Early Children for Generation Children Z

Ernawulan Syaodih¹ and Hany Handayani^{1,2}

¹Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia

²STKIP Purwakarta, Purwakarta, Indonesia
ernawulansy@upi.edu

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Abstract: The article entitled the development of learning models in Early Childhood Education for Z-generation children is a review of literature review. The review of this literature review aims to explain the importance of developing models of learning in Early Childhood Education for the development of all potential children in generation Z. Generation Z or Generation there is also a call Generation Net, or Generation Internet is a generation born from generation X and generation Y. Generation Z is synonymous with a variety of highly sophisticated digital technologies, such as laptops, mobile phones, internet, twitter, YouTube, Facebook, iPad, Line, WhatsApp, Instagram and various sophisticated applications. Generation Z is one of the superior generation they are able to access all information through the internet very quickly and easily. Generation Z has several characteristics that include this generation is a generation of technology literacy, multitasking and has the ability of social / communication a fast and good. Some efforts that can be done both in schools in developing the ability of children in the Z generation include through the development of various models of learning that can be applied in schools. The learning model is an instructional model and a Flowchart simulation learning model.

1 INTRODUCTION

Generation Z is the generation of the Internet is usually called the generation of the net, this is because the Z generation is a generation that is very close to the technology or the internet world. In addition to this Z-generation life is inseparable from the internet from waking up to return to sleep cannot be separated from the internet. In his book *Raising Children in Digital Era* Elizabeth (2015) explains that Generation Net is a generation born after 2000, born when the internet began to enter and grow rapidly in human life. This generation is not familiar with the time when mobile phones have not been produced, when the majority of everyday toys are still traditional.

Similarly, Combi (2015) mentions that this Z generation is a child born after 1994. However, many concerns about the development of the Z-generation, one of which does not have a patriotic soul or has a low soul of nationalism. Similarly, the younger generation of Americans in the contemporary era tended to be less patriotic and nationalistic than the previous generation of

generation X and generation Y. The Z generation nationalism does not appear that appears is individualistic.

These Z-generation children have the ability in the field of IT therefore in facilitating the ability of children Z generation educators must be more creative in developing the model of learning in the class with the right so that the character of the nation is maintained and children of Z generation can have facilitated all its ability with good and maximum. Abrams (2015) states that in the learning process the educator must possess the ability to design the proper learning so that in addition to increasing the digital literacy the child is able to observe, engage and communicate well with others, so that the social and soul development of nationalism can be well nurtured.

Some of the research studies that have been studied by Generation Z have been mostly done by Bassiouni and Hackley (2014) in his research stated that Generation Z is one of the generations that have a very high level of technology consumption. Further Stevenson and Muldoon (2010) the need for

Internet for Generation Z to be high this impact on the soul of nationalism of children.

In addition, Kui (2015) research results show that in China the Internet became an effective medium in the formation of character for children Z generation. Further research conducted by Jensen (2011) whose research results show that the use of the Internet is one of the search identities of children in the era globalization.

Based on this, there has been no research that specifically discusses the model of learning that is used in schools in facilitating the generation of Z.

This paper is a literature review that discusses what is Z generation, characteristic of Z generation, and development of model of learning for children of generation Z. In general, the purpose of this paper is to explain the importance of developing a model of learning in facilitating all potential Z-generation children.

2 GENERATION Z

2.1 Definition of Generation Z

Generation Z? This term is still foreign to our ears. Generation Z has high technology skills and mastery, Hellen (2012) gives understanding to the term generation Z:

Generation Z or later popular with the digital generation is a young generation that grows and develops with a great dependence on digital technology.

It is evident that the Z generation is a generation of two generations past Y generation and generation Z, where the internet began to grow and grow in line with the development of digital media more and more sophisticated, including the emergence of laptops, advanced mobile phones, iPad, MP3, MP4, internet like google, Facebook, twitter, Instagram, email and so forth.

Generation Z is a generation born after 1994 (Combi, 2015). Generation Z is the development of life is strongly influenced by technology so cannot be separated from the name of technology, so it affects directly or indirectly to the whole process of affective, social, psychomotor, cognitive development even on the results of education. Children in the Z generation tend to be smart if the use of information over the internet is used maximally, but if it can adversely affect the development of verbal communication of children, it is because children obtain their own information

through the internet without direct communication with others.

2.2 Characteristics of Generation Z

Each generation has its own characteristics, as well as with the Z generation, the characteristics of Z generation, among others, having different behavioral and personality characteristics compared to generation X and generation Y. The characteristics of Generation Z include:

2.2.1 Generation Z is More Fluent in Technology

Individuals who belong to the Z generation are very fluent and reliable in the field of technology; they very quickly get the information they need. Individuals are very proficient and familiar with the use of information technology including various facilities and computer applications that can affect the pattern of education.

2.2.2 High Social Development

Individuals in this generation is he who has a lot of friends and easy, because through a variety of developing technologies such as Facebook, Instagram, twitter, WhatsApp, line and still many longer media that can facilitate communication and interact with many people in various circles, peers but also others who are younger or even older, not just locals even with strangers though. In addition, individuals belonging to the Z generation tend to have a high sense of tolerance for cultural differences.

2.2.3 Individuals are Multitasking

The next characteristic of the individual belonging to the Z generation is the multitasking individual. The individual belonging to Z generation is an individual who can perform several activities at one time simultaneously, for example they can perform activities of reading, talking, listening, and watching, at the same time. Individuals in this Z generation want everything fast and instant.

Based on the characteristics has a positive and negative impact for the development of children. So the task of parents and teachers in school how efforts should be done in facilitating all the potential of individuals who are in the Z generation so that formed into a great individual and extraordinary. Therefore, it takes a variety of stimuli or treatment in accordance with the development of individual Z

generation. Here are some stimuli that can be given to individuals who include generation Z.

2.3 Excitability That Can Be Given to Individuals of Generation Z

Appropriate educational stimuli should be given to individual Z-generation according to the characteristics of the individual Z generation. In line with the above mentioned Tridhonanto and Agency (2014) describes the step of giving the right stimulus to the Z-generation individual.

2.3.1 Awarding (Rewards) and Punishment

Habit of reward and punishment is something that should be accustomed early on, so that children can understand the good and the mistakes they have done. Awarding is not always in the form of money, charter nor trophies but can be toys, food, praise and so forth. The award is given not to indulge or to change the behavior of the individual, but it is done in order to appreciate the good that the child has done.

Likewise, punishment Tridhonanto and Agency (2014) is not always a punch, pinch, run-of-the-road punishment and so on, but it can be a punishment that can make a deterrent child realize his mistake, most importantly the punishment must be educational. Punishment or commonly also called time-out, although it cannot actually be said of punishment. The punishment may be in the form of multiples, memorization of letters in the Qur'an, making useful works, or being asked to justify oneself and to understand his mistakes and so forth, so that the development of the child can develop well. Time-out is a process for the child to calm down and realize his mistakes, so as to allow time and opportunity for the child to gain control over his behavior.

2.3.2 Habituation of Discipline

Discipline is one of the characters of the nation that must be developed early on in children; it aims for children to have control over him by instilling confidence so that children are accustomed to do everything with pleasure without being forced (Tridhonanto and Agency, 2014).

2.3.3 Modeling

The child has the imitating nature of what he sees. Children early on can already learn to observe the behavior, deeds, views, thoughts, ways of

communicating from adults around him, and then the child will do imitation of these things. Based on the issue it is the duty of the adult to act, it is said to be good so as to provide a good replicable example of the child.

2.3.4 Encouragement

The next stimulus that can be done more mature person is doing encouragement or encouragement to obtain positive behavior in children. It should be done every time the child does the smallest thing, so it can be embedded and bring up the nature and behavior that is positive in the child (Tridhonanto and Agency, 2014).

2.3.5 Attention Ignore

Last is to do an attention ignore, or stimulus that can be given to the child by focusing on the actions and behaviors well done by the child so that the child will repeat the action and ignore the bad behavior and will not do it again. Finally, the child can distinguish which behavior is good and worthy in the example and which behavior cannot be emulated or performed by the child (Tridhonanto and Agency, 2014).

2.4 Generation Indicators Z

After knowing the characteristics and stimuli that can be given to Z-generation children, it will then be discussed about the Z generation indicator. Indicators of each generation are different; Elizabeth (2015) mentions some of the Generation Z's indicators.

2.4.1 Ambitious

Children in the Z generation tend to have big ambitions to succeed and succeed in everything. They have a very tinged self-confidence, therefore our duty as teachers and parents to maximize their ambitions to positive things (Elizabeth, 2015).

2.4.2 Practical and Instant (Speed)

In addition to the great ambition of Z generation children are practical, very fond of practical problem solving. Children in this generation tend to want to do things quickly. This is because the child in this Z generation was born in an era of instant all-round (Elizabeth, 2015).

2.4.3 Love Freedom

Furthermore, the indicator of generation z is love freedom. This genre is very fond of the freedom in choosing what he likes and dislikes through various considerations, the impression to express opinions, freedom of work and creativity, freedom of expression, and so forth. This is because children in this Z-generation are exploratory, have high confidence and have an optimistic attitude in many ways (Elizabeth, 2015).

2.4.4 Details

The next generation of Z is a generation of detail, critical thinking, and have high creativity. This is because the generation of Z who was born in the Internet age very easy to find information they want to know about various things (Elizabeth, 2015).

2.4.5 Want to Be Recognized

A child in the generation of Z is a child who always wants to be different and recognized the existence and his work by everyone (Elizabeth, 2015).

2.4.6 Digital and Information Technology

The last indicator of the Z generation is a generation that is very close to digital and technology, this is in accordance with its name, the generation of Z or generation of the Net which was born when the digital world began to penetrate and grow rapidly in the world. This generation is very adept at using all kinds of technologies that are always growing and increasingly sophisticated (Elizabeth, 2015).

3 DEVELOPMENT OF LEARNING MODEL FOR GENERATION Z

Based on the description of the Z generation above, the steps that can be done by teachers in facilitating all the development and potential of children in the Z generation is one of them is the teacher must have high creativity, especially in choosing a suitable learning model. The role of teachers in the success or failure of the learning process is a very dominant determinant factor in education, because teachers play a role in the learning process, where the learning process is the core of the overall education process.

Djamarah in Sugihartono (2012) explains that there are 13 teacher roles in the learning process among others, as a corrector (assessment of the results of learning activities and correcting all child development), inspiratory, mentors, demonstrators, supervisors, improve and critically assess the outcomes of the learning process), most recently as evaluators (assessing the product (outcome) of learning and learning process).

Similarly, Sanjaya (2013) mentions the role of teachers in the learning process, among others, teachers as learning resources, teachers as facilitators, teachers as teacher managers as demonstrators, teachers as mentors, teachers as motivators, and teachers as evaluators.

Based on the above, one of the most important tasks that teachers must possess is that teachers should be able to choose the model and develop a model of learning that can facilitate the full potential of the child in the next generation Z. The development of learning models that teachers can do for Z-generation children must can be tailored with the characteristics of children Z generation that must be close to the development of technology. The learning model is very close to the technology and demands the students actively and find out their own information, IT-based learning model or E-learning, so that the potential of all children can develop with maximum.

Based on the above the main task of the teacher is to develop each model of learning that will be applied in the classroom with no escape from IT or E-learning.

Whether or not the teacher should be able to develop learning based on Information Technology and Communication / Technology Information and Communications (ICT). Generation Z is aware of the learning process by using ICT media will be greater.

The notion of Information Technology (IT), or in English known as Information technology (IT) that in general is any form of technology that helps and facilitates humans. The advantages of IT-based learning are the process of more innovative and interactive learning activities, can motivate and create a sense of fun during the learning process, can combine all aspects of learning between text, images, audio, music, animated images or video in a unity that supports each other so as to achieve learning objectives, IT-based learning model can also visualize abstract material, storage media relatively easy and flexible, can help teachers bring objects that are difficult to get or dangerous into the learning environment, can display the object large

into the class, and display objects that cannot be seen directly, and most importantly can facilitate the potential of Z-generation children who are very close to the technology.

In addition, one of the learning models that can develop the potential of Z generation is the model of project learning. Clark and Ann (2006) explain that the project is an in-depth investigation of a topic to be studied by the child. Furthermore, Sani (2014) states that the project learning model is one of the learning models that involves students directly in making a certain useful project.

This learning process can develop the creativity of students and teachers in designing and creating projects that can be utilized to overcome the problems in learning. Students in this case can take advantage of technology one is the internet. There are several criteria for project learning, according to Henry (1995) there are six criteria such as (1) selecting project topics by children, (2) source of study material in search by child, (3) presenting final result, (4) freedom in working in groups; (5) project activities are carried out for a long time and (6) the role of the teacher as a consultant.

Based on the description of the potential of children of Z generation can develop with maximum in accordance with the era.

4 CONCLUSIONS

The development of learning model for Z-generation children is one of education tasks. Providing proper stimulation can develop the ability of Z-generation children, so that children in this Z-generation can be facilitated all its potential. The learning model that can develop the potential of Z-generation children is E-learning based learning model, IT. IT-based learning is between is it is because children in this generation cannot be released from the internet or technology. With the selection and development of learning models for children of Z generation is expected to develop the potential of Z-generation children from an early age.

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